

Dear Mr. McKean,

I am writing with great interest in the ninth grade social studies position at Portland High School. As an incoming educator, I bring great enthusiasm to the field of teaching. My understanding of multiculturalism, passion for student-centered learning, and ability to teach to diverse learners gives me competency in the classroom. In my educational experiences, thus far, I have worked with a wide range of students, diverse in their abilities and personalities. In May of 2017, I will attain my B.S in Secondary Education with a concentration in Social Studies. My degree will also contain the completion of both a Mathematics and International and Global Studies minor. Once graduated, I will be eligible for the Maine State Teacher Certification for grades seven through twelve.

As highlighted in the attached resume, I have a plethora of experiences in the classroom. Alongside practicum and substitute teaching, the most notable classroom experience I had was as a student teacher at Messalonskee Middle School. During my 17 weeks there I worked with a team of four educators to address the needs of and effectively teach 84 students. One of the biggest assets I have gained from this opportunity is the familiarity with proficiency based education (PBE). I have helped students find success with the standards in teaching unique lessons and units of my own. To prepare students for Veteran's Day, and to honor Veterans, I taught a comprehensive unit on four modern wars. Here students had the opportunity to interview Veteran's at the Cole Land Transportation Museum, listen to panelists discuss the Vietnam War and PTSD, and create a final project showing their knowledge on the effects of war. I have also gained familiarity with the program Empower. An educational strength of mine is technology integration. To organize information for my students I created websites to guide them through research, assignments, and projects. Technology was also used in my classroom to heighten student engagement. In addition to my use of technology, I work hard to represent all types of learning styles in my instruction. As evident in the enclosed lesson, many of the multiple intelligences are represented in my teaching, along with cooperative learning activities to guide learning. During my four months in the classroom I have gained practical experience with classroom management, parent-teacher relationships, PBE, technology integration, and instruction.

My work in the summer, as a ocean rescue member, has yielded me an effective communicator and leader. On numerous occasions I have educated patrons on the rules and policies of York Beach and have effectively communicated with both medical and police personnel. As a senior member of our team I have also helped train new employees. In the upcoming season I am developing curriculum for a junior lifeguard program in which I will run, and will be educating elementary aged students on water safety. The communication and leadership skills I have developed through this work has also transpired into my future career. Recently I co-presented at the MEA conference on poverty and the social and emotional effects it has on students grades 6-12. Here I became an educational leader to help other educators understand the influences of poverty.

I appreciate your time and consideration in reviewing my materials. Enclosed you will find my resume, sample lesson plan, educational philosophy statement, three letters of recommendation, a copy of my praxis scores, and completed application. I look forward to meeting with you and further discussing my passion for teaching. If you have any questions you may reach me at alaina.shorey@maine.edu, or 207-651-2017. Thank you for your interest in having me join the inclusive, dedicated, and caring community of Portland High School.

Sincerely,

Alaina Shorey

Mt. Blue Regional School District

115 Learning Lane
Farmington, ME 04938
(207) 778-6571

Date: 4/20/17

APPLICATION FOR TEACHING POSITION

MT. BLUE REGIONAL SCHOOL DISTRICT DOES NOT DISCRIMINATE IN THE OPERATION OF ITS EDUCATIONAL EMPLOYMENT POLICIES AND WILL HONOR ALL APPROPRIATE LAWS RELATIVE TO DISCRIMINATION.

Name: Alaina Shorey

(Grade level/subject/other)

Ninth Grade Social Studies

When will you be available? June 2017

Permanent Address 72 Emery Mills rd. Lebanon, ME, 04027

Phone: 207-651-2017

Temporary Address 216 High St. Apt. 3, Farmington, ME, 04938

Phone: _____

EDUCATION: Transcripts of all college/university grades must be provided. It is essential that this section be completed accurately.

Degree(s) held B.S in Secondary Education, concentrating in Social Studies

Number of semester hours in:

<u>8</u>	Reading	<u>32</u>	Major (Subject: <u>Social Studies</u>)
<u>24</u>	Math		Major (Subject: _____)
<u>6</u>	Special Education		Major (Subject: _____)

Undergraduate grade point average 3.94

Graduate grade point average _____

CERTIFICATE: You will need to provide copies of certification. **Have you been fingerprinted by the Maine Department of Education?** Yes ☒ No ☐ If you checked **Yes**, you must provide a copy to Personnel. If you checked **No**, you must get fingerprinted within 20 days after your start date, unless you are currently Maine certified in the position in which you are hired for.

NOTE: EMPLOYMENT CANNOT BE FINALIZED UNTIL THE APPLICANT HAS COMPLETED REQUIREMENTS FOR COMPLETE BACKGROUND CHECKS AND FINGERPRINTING AS REQUIRED BY MAINE STATE STATUTE.

If you do not hold a Maine certificate, for what type of Maine certificate are you applying and eligible? 200

If you do not hold a Maine certificate, you will also need to be fingerprinted.

NOTE: Candidates who do not hold Maine certification should direct an inquiry to the Maine Department of Education, Division of Certificate/Placement, Augusta, Maine 04333.

EXPERIENCE: A resume must be provided. In addition to educational background and work experiences, include extra-curricular activities in which you have been involved. Please list below position held, employer and dates of employment for the past ten years.

<u>From (month/year)</u>	<u>To (month/year)</u>	<u>Position</u>	<u>Employer</u>
<u>1/20/15</u>	<u>Present</u>	<u>Substitute Teacher</u>	<u>MSAD60</u>
<u>10/01/17</u>	<u>Present</u>	<u>Substitute Teacher</u>	<u>RSU 9</u>
<u>6/01/14</u>	<u>Present</u>	<u>York Beach Ocean Rescue</u>	<u>York Parks and Recreation</u>

Number of year(s) of teaching experience 0. On a separate sheet, please describe a specific class or class activity you planned and actually conducted which illustrates your philosophy of teaching and is the best example of your teaching skills. What evidence showed you that this class or activity was successful in terms of student motivation and achievement?

Are you able to perform the tasks of the job for which you are applying without accommodations? Yes X No ____ If an accommodation would be required to enable you to perform the job tasks, please describe that accommodation and how it would enable you to perform the job tasks.

Have you ever been disciplined, discharged, or asked to resign from a prior position? Yes ____ No X If yes, explain circumstances on a separate sheet and attach to the application.

Have you ever resigned from a prior position after a complaint had been received against you or your conduct was under investigation or review? Yes ____ No X

Has your contract in a prior position ever been non-renewed? Yes ____ No X

Have you ever not been nominated for re-employment in a prior position or ever had your nomination for re-employment not been approved? Yes ____ No X

Have you ever been charged with or investigated for sexual abuse or harassment of another person? Yes ____ No X

Have you ever been convicted of a crime (Other than a minor traffic offense)? Yes ____ No X

Have you ever entered a plea of guilty or "no contest" (nolo contendere) to any crime (other than a minor traffic offense)? Yes ____ No X

Have you ever had a professional license or certificate suspended or revoked in any state, or have you ever voluntarily surrendered, temporarily or permanently, a professional license or certificate in any state? Yes ____ No X

Has any court ever deferred, filed or dismissed proceedings without a finding or guilt and required that you pay a fine, penalty or court costs and/or imposed a requirement as to your behavior or conduct for a period of time in connection with any crime (other than a minor traffic offense)? Yes ____ No X

If you have answered yes to any of the previous questions, provide full details on an additional sheet including, with respect to court actions, the date, offense in question, and the address of the court involved. Conviction or other disposition of a crime is not necessarily an automatic bar to employment.

REFERENCES: List three, two of who are most recent supervisors, who can comment on your ability and whom we may contact. In addition, please provide three letters of reference from persons who are not related to you (may be from references listed below).

Erinn Michuad: emichaud@rsu18.org

Lauralee Fegel: lfegel@rsu18.org

John Krasnavage: john.p.krasnavage@maine.edu

My signature below constitutes authorization to check my employment history, including without limitation, criminal arrest and conviction record checks, reference checks, and release of investigatory information possessed by any state, local or federal agency. I further authorize those persons, agencies or entities that the Mt. Blue RSD contacts in connection with my employment application to fully provide the Mt. Blue RSD any information on the matters set forth above. I expressly waive in connection with any request for or provision of such information, any claims, including without limitation, defamation, emotional distress, invasion of privacy, or interference with contractual relations that I might otherwise have against the Mt. Blue RSD, its agents and officials or against any provider of such information.

I understand that information submitted in and with this application may be disclosed to a screening and/or interviewing committee, which may include board members, administrators, other staff, and members of the community. I give my consent to this disclosure.

Alaina C. Shorey

(Signature)

4/21/17

(Date)

NOTE: ALL APPLICATION MATERIALS BECOME THE PROPERTY OF THE MAINE STATE MT. BLUE RSD. NONE WILL BE RETURNED. PROVIDING ANY FALSE OR MISLEADING INFORMATION ON THIS APPLICATION OR IN THE APPLICATION OR EMPLOYMENT SCREENING PROCESS SHALL BE FULLY SUFFICIENT GROUNDS TO REFUSE TO EMPLOY THE APPLICANT OR, IF THE APPLICANT HAS BEEN EMPLOYED, TO IMMEDIATELY DISMISS THE APPLICANT/EMPLOYEE.

FOR OFFICE USE ONLY

____ Application form completed

____ Copies of Transcripts

____ Copy(s) of Maine Certification

____ Resume

____ Letters of Reference (3)

____ State Fingerprinting

revised 9/04

During my student teaching experience students participated in a cooperative learning activity in which they examined the plight of soldiers involved in WW2, the Korean War, the Vietnam War, and The War on Terror by looking at the role of an air bomber, personal accounts of war, the side effects of agent orange, and PTSD. This activity was in accordance with the learning standard “understands what war is”, and allowed students to grasp a greater understanding of war in looking at the plight of soldiers. For this activity the classroom was set up into four table groupings, each with four to five students. Each table group had a different activity that focussed on one of the four wars. Students had 20 minutes at each station and then would rotate to the next. At each table there was a tan folder with the directions, brief explanation of the war, and the materials for the activity. Students were instructed to first read the directions when they got to the table.

As students entered class they were prompted to stand at the back of the room facing the whiteboard. Students were not allowed to go to their seats and had to stand with all of their stuff. While students were walking in I pressed them to hurry and get to the back wall of the classroom. Once all the students were at the back of the room a YouTube clip was played. This clip highlighted what it is like when you first arrive at bootcamp. After watching this clip for a few minutes, the video was stopped and students were informed that they had been ‘drafted’ and have just entered bootcamp. Students were then instructed to go to their stations and read their draft letters.

Students then began working in their cooperative learning stations. For the station on soldier life in WW2, students took a quiz to see which role they would have on a Lancaster Bombing squad. They then used google earth to view areas before and after WW2. Students were then asked to discuss the effect war has on land and their thoughts on air battle. In the station focussed on The Korean War students read letters home from drafted soldiers. Students then drew pictures of things they would miss if they were drafted into war. In this group students then had conversations on how the letters made them feel, if they feel it is fair for men to still be drafted today, and what they would miss if drafted. The third station focusses on the War on Terror and the emotional damages associated with war. At this station students viewed a Prezi explaining what PTSD is. Students then watched a music video of a War on Terror veteran talking about his experience with PTSD. Students then worked together to brainstorm a list of ways they could help soldiers dealing with PTSD. The final station focussed on the Vietnam War and chemical warfare. At this station students watched a news clip highlighting the effects and use of agent orange. They then did research and looked into other chemicals used in warfare. Students had conversations on whether or not they think that soldiers would have participated in the dropping of agent orange if they knew its effects, or if they think the U.S should have provided money to help those who were affected by agent orange.

This lesson illustrates my philosophy of teaching as it is student-centered, inclusive, and uses the multiple intelligences. For starters, the use of cooperative learning groups highlights my desire to have a student-centered classroom. I feel that students learn best when they are encouraged to interact with the material on their own, and with the educator acting as an instructional coach. I also feel that student centered learning benefits students as it further ingrains the information, due to the fact the learning is more interactive. The cooperative learning groups in this activity also highlight the level of inclusion I desire in my classroom. By

having students work in groups, learners of all levels can effectively interact with the material. The use of the multiple intelligences in this lesson also heightens the engagement felt by students. I feel that it is essential to reach all types of learners in instruction. In this lesson students who are kinesthetic learners are able to connect through the bootcamp role play. Visual learners are represented with the drawing component and the videos. Intrapersonal learners will be able to self reflect on the Lancaster Bomber quiz, while interpersonal learners can engage through collaborations and group work. Linguistic students will be engaged with the reading of letters and logical students will be supported by the use of graphic organizers at each station. Lastly, both musically minded and naturalist students are represented through the use of the music video and discussion of land decimation. By extending instruction to numerous types of learners my breadth of instruction is greater, and in essence more effective. In using the multiple intelligences to form instruction students are able to learn in ways they can relate to, this in turn heightens engagement and motivation with the material.

I think the greatest evidence of this lesson's success was the amount of energy present in the classroom. In walking around and guiding students through the stations it was evident they were engaged in the material. Students shared words of surprise with me upon reading the letters home and learning that men are still drafted today. My students who had special needs were also making positive contributions to the group with the help of their peers. The single greatest moment though, was the mesmerization students had after learning about PTSD. The music video pulled at many of their heartstrings. Upon switching groups, students who were previously at that station would stop what they were doing and listen to the music video again. By the time the last group of students was at the War on Terror station, the entire class was pausing and listening to the words of the song. The engagement students had with the material and the connections that they created through the personal account exposed to them, truly helped them be successful in understanding the effects of war.

Educational Philosophy

Alaina Shorey

The influences in my life that have made me who I am are just as important as the educational understanding that has shaped my teaching philosophy. As a future teacher I know that I am a passionate, fun, and hardworking individual. Students are the center of my pedagogy. I desire student collaboration, believe in teaching to the whole student, and know that all students have the power to succeed. These beliefs make up who I am as a teacher and give me the classroom characteristics to inspire students and instill personal growth.

Although my concentration is Social Studies, I desire to integrate my curriculum to include elements of all other subjects. I love the interdisciplinary approach, and aim to incorporate all subjects into my lessons. For my content area, I strive to teach students about the over-arching concepts and big ideas in history. I believe that it is key to understand events through personal accounts, music, video, reading, art, and other forms of expression. My students will also look at material from multiple lenses. They will be learn about events from different and opposing perspectives, such as through the eyes of females, the LGBTQ community, children, African Americans, class, and varying religions, to give them a greater understanding. My classroom will also promote social justice issues and strive to understand the constraints placed on others in society.

A more important aspect than what one will teach, is how one will teach. In my classroom I will teach using cooperative learning groups, student centered activities and teach to all types of learners. Student-centered learning is extremely valuable, as it expands the minds of students, engages them in the learning process, and allows them to learn on their own. I believe that my role as an educator is to guide them through the learning process. I believe that all students are capable of learning, and have something to learn, therefore I will teach to all forms of learners. In order to encompass all types of learners, I will teach to the eight intelligences and needs of my students. This will allow for heightened engagement in my lessons, as they adhere to many students' needs.

No matter who I teach, my ultimate goal as a teacher is to teach to the whole child. I believe that it is important not just to teach to the minds of students, but also to teach to their persona. Educators should teach students how to be thinkers, care for one another, be good citizens, and create. Although one's person is always changing, helping students develop their identity and helping them be comfortable with who they are is critical for educators. In my classroom I want students to feel like they can be themselves, know that I am a resource if they need one, and help them reach their goals. I want to teach young, struggling minds, and show them all that they are capable of. This is where I believe I can flourish as an educator.

I recognize that not all students are intrinsically motivated by school. Therefore, I plan to help motivate my students by giving them voice and choice, respect, encouragement, and by relating the information to themselves and the present. In celebrating the small victories, and pushing them forward even when they hit failure, I will help them intrinsically motivate themselves. Positive feedback, constructive comments, and a strong relationship will go far in my classroom.

In my classroom I aim to create a climate where students are understanding and empathetic to one another, welcome diversity, share their own ideas, and listen to others. This classroom climate is critical for the information I desire to teach. I would like to have the conversations about race, religion, classism, and gender in my classroom. I believe that once the class climate is empathetic, understanding, and caring, students can tap into their ultimate potential as critical thinkers. In addition, this will make my classroom a safe place for all different types of voices.

As an educator in a new and informative age, I look forward to integrating technology into my classroom. Technology allows students the opportunity to pinpoint their interests, take innovative risks, and work on skills for the modern age. Technological instruction has the power to transform a student and render them successful. It enhances the success of students who struggle both behaviorally and academically, and allows the instruction to be accessible for all types of learners. In order to effectively teach secondary level students, I will continue to gain more knowledge on the expansion of current technological literacies to heighten student engagement, create positive learning experiences, and provide a greater breadth of instruction.

As an aspiring educator, I represent a student-centered classroom, an inclusive learning environment, voice and choice, the education of the whole child, positive intervention, collaborative learning, interdisciplinary studies and much more. My beliefs on all of these factors, and my experiences thus far in education, have contributed to my personal teaching philosophy. My teaching philosophy continues to grow each day I enter the classroom. It is every expanding as I learn new methodologies or interact with different students. To me, I think that an expanding and growing teaching philosophy is key, as the world of education always changes, and to be effective I must also be willing to change as well.

BACKGROUND INFORMATION

Test Taker's Name: SHOREY, ALAINA C

Candidate ID Number: 10505442

Social Security Number: 8965
(Last 4 Digits)

Sex: F

Date of Birth: 07/17/1995

EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: UNIVERSITY OF MAINE FARMINGTON

Undergraduate Major: SOCIAL STUDIES EDUCATION

Graduate Major: (I)

Educational Level: FRESHMAN (FIRST YEAR)

GPA: 3.5 - 4.0

SCORE RECIPIENT(S) REQUESTED

Code #	Recipient Name	Code #	Recipient Name
R3506	UNIVERSITY OF MAINE FARMINGTON		

CURRENT TEST DATE: 12/10/2015		Your Score	Possible Score Range	Average Performance Range**	Score Recipient Code(s) from Current Administration					
Test Code	Test Name				R3506					
5081	SOCIAL STUDIES: CONTENT KNOWLEDGE	169	100-200	157-176	Y					

HIGHEST SCORE AS OF: 12/25/2015			Your Highest Score	Possible Score Range	Score Recipient Code(s)					
Test Date	Test Code	Test Name			R3506					
12/10/2015	5081	SOCIAL STUDIES: CONTENT KNOWLEDGE	169	100-200	Y					
01/07/2014	5710	C-PPST: READING	181	150-190	Y					
01/07/2014	5720	C-PPST: WRITING	176	150-190	Y					
01/07/2014	5730	C-PPST: MATHEMATICS	188	150-190	Y					

ETS will retain your score for ten years for reporting purposes.

** For more details on Average Performance Range refer to footnote on last page of this score report.

Message Codes: I = INFORMATION NOT PROVIDED OR INCORRECTLY GRIDDED.

Y = SCORE REPORTED TO RECIPIENT LISTED.

TEST TAKER: SHOREY, ALAINA C

PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF: 12/25/2015

Passed/ Not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to each score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

UNIVERSITY OF MAINE FARMINGTON			3506	Your Highest Score	Required Minimum Score	Minimum Score Met/ Not Met	Required Passing Score	Passed/ Not Passed Status
Test Date	Test Code	Test Name						
12/10/2015	5081	SOCIAL STUDIES: CONTENT KNOWLEDGE		169			157	PASSED
01/07/2014	5710	C-PPST: READING		181				
01/07/2014	5720	C-PPST: WRITING		176				
01/07/2014	5730	C-PPST: MATHEMATICS		188				

For more information on interpreting your scores, please refer to "Understanding Your Praxis Scores" available at www.ets.org/praxis. Further information on state requirements is also available online. Passed/Not Passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

*THIS INFORMATION IS PROVIDED TO THE TEST TAKER ONLY.

+ PASSED/NOT PASSED INFORMATION NOT PROVIDED BECAUSE TEST(S) TAKEN IS/ARE NOT USED BY THIS AGENCY.

DETAILED INFORMATION FOR: 12/10/2015 TEST DATE

TEST CATEGORY*	Raw Points Earned	Raw Points Available	Average Performance Range **
SOCIAL STUDIES: CONTENT KNOWLEDGE			
I. UNITED STATES HISTORY	15	23	10- 16
II. WORLD HISTORY	13	24	10- 15
III. GOVERNMENT/CIVICS/POLITICAL SCIENCE	17	24	13- 18
IV. GEOGRAPHY	8	18	8- 12
V. ECONOMICS	15	17	9- 12
VI. BEHAVIORAL SCIENCES	10	13	8- 10

* Category-level information indicates the number of test questions answered correctly for relatively small subsets of the questions. Because they are based on small numbers of questions, category scores are less reliable than the official scaled scores, which are based on the full set of questions. Furthermore, the questions in a category may vary in difficulty from one test form to another. Therefore, the category scores of individuals who have taken different forms of the test are not necessarily comparable. For these reasons, category scores should not be considered a precise reflection of a candidate's level of knowledge in that category and ETS recommends that category information not be used to inform any decisions affecting candidates without careful consideration of such inherent lack of precision.

** The range of scores earned by the middle 50% of a group of test takers who took this form of the test at the most recent national administration or other comparable time period. N/C means that this range was not computed because fewer than 30 test takers took this form of the test or because there were fewer than 8 questions in the category or, for a constructed-response module, fewer than 8 points to be awarded by the raters. N/A indicates that this test section was not taken and, therefore, the information is not applicable.

Unofficial Transcript

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University of Maine at Farmington

Print Date: 12/19/2016

Name : Alaina Christine Shorey

Student ID: 0778410

Birthdate : 1995-07-17

----- Test Credits -----

Advanced Placement Test (Test Date: 2013-06-01 Score: 3.00)				
ENG	100	English Literature/Composition	4.00	T
Advanced Placement Test (Test Date: 2012-06-01 Score: 3.00)				
POS	101S	Government & Politics: U.S.	4.00	T
Advanced Placement Test (Test Date: 2013-06-01 Score: 4.00)				
PSY	101S	Psychology	4.00	T
Advanced Placement Test (Test Date: 2013-06-01 Score: 3.00)				
MAT	120M	Math - Statistics	4.00	T

Total Test Credits: 16.00

Total Transfer Credits: 16.00

----- Beginning of Undergraduate Record -----

2013 Fall

Plan: Secondary Ed Social Studies Major

Course	Description	Attempted	Earned	Grade	Points
CHY	110N Elementary Chemistry	4.00	4.00	A	16.000
Course Topic: Chemical Analysis					
ENG	263H Studies 20Th&21St Cen Amer Lit	4.00	4.00	A	16.000
FYS	100 First Year Seminar	4.00	4.00	A	16.000
Course Topic: Filming Latin America					
HTY	277S Topics in History	4.00	4.00	A	16.000
Course Topic: Pre-20th Century US					
PHE	10 Health & Fitness Activity	0.00	0.00	P	0.000
Course Topic: Varsity Athlete Lab					
Term GPA: 4.000		GPA Hours: 16.00	Term Totals: 16.00	16.00	64.000
Dean's List - High Honors					

2014 Spring

Plan: Secondary Ed Social Studies Major

Course	Description	Attempted	Earned	Grade	Points
EDU	101 Intro to Middle/Secondary Educ	2.00	2.00	A	8.000
MAT	141M Calculus I	4.00	4.00	B-	10.680
POS	227S African Politics	4.00	4.00	A	16.000
PSY	225S Child & Adolescent Devel	4.00	4.00	A	16.000
SED	101 Intro Ed Div Lnrs Mid/Sec	2.00	2.00	A	8.000
Term GPA: 3.668		GPA Hours: 16.00	Term Totals: 16.00	16.00	58.680
Dean's List - Honors					

2014 Fall

Plan: Secondary Ed Social Studies Major

Course	Description	Attempted	Earned	Grade	Points
EDU	221 Sec Methods & Practicum Block	12.00	12.00	A	48.000
Term GPA: 4.000		GPA Hours: 12.00	Term Totals: 12.00	12.00	48.000
Dean's List - High Honors					

2015 Spring

Plan: Secondary Ed Social Studies Major

Course	Description	Attempted	Earned	Grade	Points
ANT	235S The Culture of Capitalism	4.00	4.00	A	16.000
EDU	301 Content Lit Mid/Sec Schools	4.00	4.00	A	16.000
MAT	151M Foundations of Abstract Math	4.00	4.00	A	16.000
POS	322S The European Union	4.00	4.00	A	16.000
Term GPA: 4.000		GPA Hours: 16.00	Term Totals: 16.00	16.00	64.000
Dean's List - High Honors					

2015 Summer

Plan: Secondary Ed Social Studies Major

Course	Description	Attempted	Earned	Grade	Points
ARH	277A Topics in Art History	4.00	4.00	A	16.000
Course Topic: Art of Italy					
Term GPA: 4.000		GPA Hours: 4.00	Term Totals: 4.00	4.00	16.000

2015 Fall

Plan: Secondary Ed Social Studies Major

Course	Description	Attempted	Earned	Grade	Points
ECO	102S Principles of Microeconomics	4.00	4.00	A	16.000
EDU	362 Mid/Sec Soc St/Multicul Edu	4.00	4.00	A	16.000
MAT	220M Data Analysis	4.00	4.00	A	16.000
MAT	320 History of Mathematics	4.00	4.00	A	16.000
Term GPA: 4.000		GPA Hours: 16.00	Term Totals: 16.00	16.00	64.000
Dean's List - High Honors					

2016 Spring

Plan: Secondary Ed Social Studies Major

Course	Description	Attempted	Earned	Grade	Points
ENV	177 Topics in Environmental Scienc	4.00	4.00	A	16.000
Course Topic: Teaching Nature's Pathways					
MAT	142 Calculus II	4.00	4.00	A	16.000
SED	361 Tch St W Dis/At-Risk Sec Gn Cl	4.00	4.00	A	16.000

Unofficial Transcript

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University of Maine at Farmington

Print Date: 12/19/2016

Name : Alaina Christine Shorey

Student ID: 0778410

Birthdate : 1995-07-17

Term GPA: 4.000 GPA Hours: 12.00 Term Totals: 12.00 12.00 48.000

Dean's List - High Honors

2016 Summer

Plan: Secondary Ed Social Studies Major

Course	Description	Attempted	Earned	Grade	Points
POS 264S	German Political History	4.00	4.00	A	16.000

Term GPA: 4.000 GPA Hours: 4.00 Term Totals: 4.00 4.00 16.000

2016 Fall

Plan: Secondary Ed Social Studies Major

Course	Description	Attempted	Earned	Grade	Points
EDU 460	St Tch & Sem Middle/Sec Educ	8.00	8.00	P	0.000
EDU 460	St Tch & Sem Middle/Sec Educ	8.00	8.00	P	0.000

Term GPA: 0.000 GPA Hours: 0.00 Term Totals: 16.00 16.00 0.000

2017 Spring

Plan: Secondary Ed Social Studies Major

Course	Description	Attempted	Earned	Grade	Points
EDU 402	Philosophy/History/Culture Edu	4.00	0.00		0.000
POS 136S	World Politics	4.00	0.00		0.000
POS 252S	Modern Political Theory	4.00	0.00		0.000

Term GPA: 0.000 GPA Hours: 0.00 Term Totals: 12.00 0.00 0.000

Undergraduate Career Totals

	Attempted	Earned	Points
Cum GPA: 3.945 GPA Hours: 96.00 Cum Totals: 124.00	128.00	378.680	

End of Unofficial Transcript

Lesson Plan Template

Name: Alaina Shorey		Program: Secondary Education, Social Studies	Course: Student Teaching
Lesson Topic/Title: The Soldier Side of War			
Lesson Date: 9/29	Lesson Length: 2 Days	Grade/Age: 7 th Grade	
<p>Essential Question: What are some aspects of war soldiers encountered during WW2, The Korean War, The Vietnam War, and The War on Terror?</p> <p>Learning Goal/Standard: Understands what war is</p> <p>Lesson Objective: Students will examine the plight of soldiers involved in WW2, the Korean War, the Vietnam War and The War on Terror by looking at the role of an air bomber, personal accounts of war, the side effects of agent orange, and PTSD to grasp an understanding of war through effects war has on soldiers.</p>			
<p>Standards:</p> <p>SS.02.HWD.01.01: Understands what war is</p> <p>Habit of Mind: Listening and Understanding with Empathy</p> <p>Complex Reasoning Skill: Analyzing Perspectives</p>		<p>Standards Alignment & Justification:</p> <p>As students examine the plight of soldiers involved in World War Two, The Korean War, The Vietnam War, and The War on Terror through the examples of air bombers, personal accounts of war, side effects of agent orange, and PTSD, they will begin to see war from the perspective of a soldier. This perspective will show students what war is from a different light. By understanding the plight of soldiers students will begin to empathize with others. In addition, they will understand that war isn't simply battle. War is devastating to the land, it can be in the air, it can involve chemicals, it's also scary, hard and traumatic for the people involved. After this lesson students will know the effects of war on Soldiers. Knowing the effects of war is evidence that they understand what war is and what it consists of. This lesson fits in with the overall lesson plan, as it will give students the information they need to understand war and be able to describe war in their summative project.</p>	
<p>Assessment:</p> <p>Formative <input type="checkbox"/> Pre <input type="checkbox"/></p> <p>Self <input type="checkbox"/> Summative <input checked="" type="checkbox"/> Student</p>		<p>Assessment (Data & Student Feedback):</p> <p>At the end of the second day, students will participate in a check for understanding, formative assessment. Once students are done with all their stations they will have the</p>	

	<p>opportunity to reflect on the things they experienced throughout the past two days. Each student will receive three sticky notes. On one sticky note students will record something that surprised or saddened them from the lesson. On the second sticky note they will record something that they connected with from the learning. Lastly, on the third sticky note students will record something they would like to learn more about. This will help the educator gauge student understanding and be able to modify instruction if students need additional information in the next lesson. All students who are there that day will participate in this activity, and students will not be graded on their responses.</p>
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Integration of Other Content Areas: (If appropriate)

ELA: Through the reading and writing portions of the activity

Instructional Strategies to Differentiate Whole Class Instruction:

This activity uses small collaborative learning groups to understand and explore material. In some stations students will be working with each other, however, in other stations students will be working on their own to read or synthesize information. These small groups will help keep the learning focused and targeted throughout the lesson. There are numerous hands on activities, such as drawing pictures or writing down solutions. In addition there are visual components such as Prezi, and auditory components such as music and video. Since each activity is different students will be able to learn in a way that suits their learning style. This will heighten engagement and participation with the activities.

Students will also be learning through many of the multiple intelligences. Below is a chart that highlights how all of the Multiple Intelligences are used throughout the lesson. This will ensure that all students can learn in a desired method at one point, and also help them strengthen other areas of intelligence.

Linguistic: Students will be reading first person accounts of soldiers in war.

Visual: Students will be watching a video that explains how Agent Orange affected those who fought and lived in Vietnam.

Logical: At each station there is a graphic organizer for recording ideas and answers.

Interpersonal: Throughout the lesson students will be asked to collaborate with one another. Students will especially have to collaborate when determining solutions for helping people with PTSD.

Intrapersonal: Students will be taking a quiz to see if they have what it takes to be a Lancaster Bomber.

Kinesthetic: Students will be rotating stations every 20 minutes. This will get them up and moving throughout the learning and increase focus. In addition, to start class, they will be standing up at the back of the room watching men enter into boot camp.

Musical: The song about PTSD will help students connect and empathize with soldiers diagnosed with PTSD.

Naturalist: Students will have the option to see how the bombing of WW2 decimated the land. In addition, they will have the option to research how Agent Orange affected the climate and land of Vietnam.

Modifications / Accommodations / Extensions For Individual Students with Identified Needs:

Student 6: If absent, the materials for the stations they missed will be put online and emailed to the

student.

Student 31: Checks for understanding will be provided by the educator as they monitor the class and walk around the room. The peer work group will also help increase comprehension and check for understanding throughout the lesson.

Student 22: Positive feedback will be given throughout the lesson. Their planner will be checked and signed if any homework is given.

Student 14: The student will be given positive reinforcement throughout the activity and will be given hands on activities such as drawing, writing, or coloring to keep them engaged.

Student 31: The student will be given hands on activities such as writing, drawing, or coloring to keep them engaged. Checks for understanding will be provided by the educator as they monitor the class and walk around the room. The peer work group will also help increase comprehension and check for understanding throughout the lesson. The student will have access to visual directions at each table and the option to respond orally with the discussion questions.

Student 21: Peers will be able to read aloud the directions to them. Checks for understanding will be provided by the educator as they monitor the class and walk around the room. The peer work group will also help increase comprehension and check for understanding throughout the lesson. The people in this student's group will read the letters aloud.

Student 7: Peers will be able to read aloud the directions to them. Checks for understanding will be provided by the educator as they monitor the class and walk around the room. The peer work group will also help increase comprehension and check for understanding throughout the lesson. The people in this student's group will read the letters aloud.

Student 16: This student will be included in the group activities and participate as much as they can. For increased mobility the educator will make it so this student only has to navigate the clear pathways at the front of the room when stations switch.

Student 28: Directions and notes will be provided at each of the tables during the lesson. They will be act as a reference guide for the student. Graphic organizers will be used at all of the stations to enhance understanding. The option for oral response will also be provided for this student with the discussion questions. Checks for understanding will be provided by the educator as they monitor the class and walk around the room. The peer work group will also help increase comprehension and check for understanding throughout the lesson.

Student 26: Checks for understanding will be provided by the educator as they monitor the class and walk around the room. The peer work group will also help increase comprehension and check for understanding throughout the lesson. Also, graphic organizers will be used at all of the stations to enhance understanding.

Technology Integration: (if appropriate)

This lesson mostly uses Modification on the SAMR model. This lesson allows access to videos that would otherwise be non-existent. For example, without technology, students would not be able to view the documentary on Agent Orange or watch the music video about PTSD. Both of these components enhance the lesson and the quality of materials, therefore hitting the modification level. Augmentation is also used, as shown with the Prezi. Here students are able to go at their own pace and see a presentation that would otherwise have to have been a large group lecture.

Materials and Resources for Lesson Plan Development

- Explanation, connection to war, and directions for all stations
- Draft letters for all students

- Station name tags, and color coded materials
- Folders for each station to put materials in
- Laptops, with Google Earth
- Korean War Drawing Handout
- Coloring Materials
- Printed letters of the Korean War, put in envelopes
- Sheets to record list for War on Terror Activity
- Prezi
- Graphic Organizer for Chemical Warfare
- Google Earth Questions Handout
- Lancaster Bomber Quiz and role definitions.

Teaching & Learning Sequence:

Classroom set-up: There are four islands of tables in the classroom, one for each activity. Students will rotate through in groups of 5-6 until all stations are completed. Each activity station will have all needed materials located inside a tan folder. A paper with an explanation of the war and how it connects to the activity, along with the directions, will be taped on the outside on the tan folder. Each station will be color coded so that students can keep the materials organized. All War on Terror materials will be pink, Vietnam War materials will be purple, and The Korean war and WW2 stations will be colored yellow and blue respectively. Students will get through two stations on day one, and finish with the other two stations on day two. When students come into class all materials will already be put at a station of tables. There will be tags indicating which station is which on each group of tables. In addition, draft letters will be at each seat and have student's names on them. This will tell students where to sit. All of this will be set up before students get here. The educators will formulate the groups prior to class.

Stations: Each station will last around 20 minutes, students will have a minute to rotate and get settled into the next station. At the end of the second day there will be a focused debriefing (*See Activity wrap-up*) for the whole class.

For a breakup of each station see below:

War	Station Number/ Connection	Activity	Materials
WW2	1A In WW2 bombing became the advanced warfare tactic we know it as today. Many cities, especially those in Germany, and the rest of Europe, were decimated during wartime air raids. This activity will help students see the decimation of the air raids and learn about them. They will also learn what it was like to be a member in one of these planes.	Students will use Google Earth to see pictures of various areas before and after they were bombed. They will take part in a modified quiz based off of an iWonder one on BBC entitled "Could you be part of a Lancaster Bomber Crew" (http://www.bbc.co.uk/guides/z23svcw). This will help students see both sides of air raids and the dangers of being both a bomber and a civilian of a bombed area.	-Explanation -Connection -Directions <ul style="list-style-type: none"> • Laptops • Google Earth • Google Earth Worksheet • Lancaster Bomber Quiz and explanations • Folder

Korean War	<p>1B</p> <p>During the Korean War, many soldiers were drafted to fight. By reading their stories students will learn what combat was like for these war veterans, and also the struggles they faced. This will help show students that even though they did not volunteer, these men were put in dangerous and scaring situations.</p>	<p>Students will read accounts of soldiers of the Korean War. They can choose the letter they wish to read. Students will then draw a picture of three things they would miss if they were drafted into war.</p> <p>(http://www.pbs.org/wgbh/americanexperience/features/transcript/warletters-transcript/)</p> <p>(http://koreanwar-educator.org/topics/letters_warzone/index.htm)</p>	<p>-Explanation -Connection -Directions -</p> <ul style="list-style-type: none"> • Coloring materials • Printed written accounts, put in envelopes • Worksheets for coloring activity
Vietnam	<p>1C</p> <p>In the Vietnam War, soldiers were forced to use many dangerous chemicals that were not fully tested at the time. Years later the detrimental effects of these chemicals had been discovered. Students will see the impact that warfare has on the health of soldiers and civilians who were exposed to these chemicals.</p>	<p>Students will watch a video teaching them about exposure to Agent Orange. They will then do brief research and find out if there were any other chemicals used in warfare</p> <p>https://www.youtube.com/watch?v=65KFpyxK0Ho</p>	<p>-Explanation -Connection -Directions - Laptops - Organizer on Chemical Warfare</p>

The War on Terror	<p>1D</p> <p>War not only can affect people physically, but also mentally. Students will learn how soldiers sometimes suffer from PTSD, and how that affects their life after war. The Iraq/Afghanistan war is most recent, and PTSD is a prevalent factor. Having students learn about this casualty will help them understand the new veterans that surround them and also how they can help.</p>	<p>Students will view two pictures; one of a normal brain and one of a brain suffering from PTSD. There will be an explanation of what PTSD is and a song that describes what it is like. All of this information will be on a prezzi. Students will then brainstorm ways we could help returning soldiers suffering from PTSD, and record their thoughts on the graphic organizer.</p> <p>Prezi:</p> <p>https://prezi.com/_tbaujdd57kd/understanding-post-traumatic-stress-disorder/</p> <p>http://gorillaskingdom.blogspot.com/2015/06/cbt-is-even-better-for-ptsd-than.html</p> <p>https://www.youtube.com/watch?v=RFACrnTV58Y</p>	<p>-Explanation -Connection -Directions</p> <ul style="list-style-type: none"> • Prezi • Laptop • Recording paper
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The Role of the Educator: The teacher will act as a time moderator for the various stations. The educator will assist students when needed and also designate student groupings. Since this is student directed learning, the educator will be observing, and coaching students through the directions. Occasionally the educator will have to model an activity. After students have gone through all of the stations the class will debrief as an entire group. The educator will explain that, "During war both soldiers and civilians sacrifice, and often times, both parties, no matter which side you are fighting for, act in hurtful ways at one point or another. War is more than just fighting. War is about the people fighting, the land being fought on, and the innocent people affected. To look at war in terms of dates and battles does give good information, but knowing how War truly affects people is significant in understanding what war is." After the educator discusses this with students they will all write on three sticky notes and post their responses on the board under the following categories.

White Board:

Post something that surprised or saddened you. Please indicate which

What did you connect with the most? Why?

Post something you want to learn more about

Day 1

- Intro to Bootcamp (10mins)
- Station 1 (20mins)
- Station 2 (20mins)

Day 2

- Station 3 (20mins)
- Station 4 (20mins)
- Class debriefing (10mins)

Day 1

Learning Goals:

Station 1A: Students will understand the difficult and life-threatening role of a WW2 bomber. They will also examine the devastation that resulted from air raid bombing in WW2. This knowledge will allow them to know that war causes devastation and war is not always on the ground.

Station 1B: Students will understand what war looks like from the eyes of someone involved in it. They will also understand how people can be forced to fight. This station will explain to students that war is not always voluntary. They will also know that war is scary and hard after viewing the soldier's perspectives.

Station 1C: Students will understand the role chemicals play in warfare after researching and watching a video on Agent Orange. After viewing this students will know that war can be chemical warfare as well.

Station 1D: Students will understand what PTSD is and how it affects the mental and emotional capacity of soldiers. Students will know that war is damaging to the people involved at more than a physical level.

As students enter class the educator will prompt them to stand at the back of the room facing the whiteboard. They are not allowed to go to their seats and must stand with all of their stuff. The educator will act a little fierce and press students to hurry and get to the back wall. Once all the students are at the back of the room the educator will play a YouTube clip for the students of people who have just arrived at boot camp. They are getting yelled at from a Sergeant. Students will watch this clip for about a minute or two. Then the educator will stop the video and inform students that they have just entered boot camp and they have been drafted into war. Students will then be instructed as to which station they will be starting at. Their names and stations will be listed on the white board. Students will then go to their stations and find their draft letters. They will be instructed to read the directions before they begin anything at their tables. After students have a chance to read the draft letters the educator will start the time for students to begin work at their first station. Students will have twenty minutes to try and complete as much as they can at each station, and then they will switch. Students will complete a second, twenty minute rotation, and then leave for the day. The directions for each station are located at the end of this lesson.

Day 2

Learning Goals:

Station 1A: Students will understand the difficult and life-threatening role of a WW2 bomber. They will also examine the devastation that resulted from air raid bombing in WW2. This knowledge will allow them to know that war causes devastation and war is not always on the ground.

Station 1B: Students will understand what war looks like from the eyes of someone involved in it. They will also understand how people can be forced to fight. This station will explain to students that war is not always voluntary. They will also know that war is scary and hard after viewing the soldier's perspectives.

Station 1C: Students will understand the role chemicals play in warfare after researching and watching a video on Agent Orange. After viewing this students will know that war can be chemical warfare as well.

Station 1D: Students will understand what PTSD is and how it affects the mental and emotional capacity of soldiers. Students will know that war is damaging to the people involved at more than a physical level.

As students enter into class they will be directed to sit in at the same group of tables they sat at the beginning of class the day before. The educator will write the groups and locations on the board so that students know where to go when they enter into the room. Class will begin with students starting their third station. After 20 minutes students will be switching to the forth, and final, station. Once students have completed all four stations the educator will direct them to the white board. To process all of the information that has been given to them, students will take a few minutes and use sticky notes or EXPO Markers to write things on the board that fall into each category. The categories are listed below. The whiteboard will be divided into thirds.

White Board:

Post something that surprised or saddened you. Please indicate which

What did you connect with the most? Why?

Post something you want to learn more about

Students will be called up by table to record their responses. After, the class will discuss the learning experience they had with this activity. This should take about ten minutes. The educator will then pass back any work that students have passed in and explain to students what they are still missing.

Content Knowledge Notes: (if applicable/instructor discretion)

World War Two:

In 1939, World War 2 began with Germany's invasion of Poland. The leader of Germany, Adolph Hitler, was frustrated with the results of WW1's Treaty of Versailles. In this treaty, that ended the World War 1, Germany's borders had been shrunk. Hitler desired to expand Germany's borders back so that the country would have more space for the "desired population" of Aryan people. Hitler decided to expand the borders by invading Poland. After Germany's invasion of Poland other nations joined the fight to defend Poland. The Axis powers consisted of Germany, Japan, and Italy. The Allies consisted of Poland, The United States, Britain, France, Canada, India, New Zealand, Australia, China and the Soviet Union- just to name a few.

History.com Staff. "World War II History." *History.com*. A&E Television Networks, 2009. Web. 30 Sept. 2016. <<http://www.history.com/topics/world-war-ii/world-war-ii-history>>.

Florentine Films, and WETA-TV. "The War." *PBS*. PBS, n.d. Web. 30 Sept. 2016. <<https://www.pbs.org/thewar/resources.htm>>.

World War Two Bombing:

It was in WW2 that bombing became the advanced warfare tactic we know it as today. Many cities, especially those in Germany and the rest of Europe, were decimated during wartime air raids. Often times, at night, one country would fly over another and bomb a well-populated area. The people operating the aircrafts had even greater obstacles to face in the air, as sometimes countries would partake in dog fights. Dog fights are battles in the air between two close-range aircrafts. Being a crew member and pilot on a bombing squad was courageous work and often required more than just flying a plane. Sometimes being a bomb crew member required quick thinking and air warfare.

"WW2: Could You Be Part of a Lancaster Bomber Crew?" *IWonder*. BBC, n.d. Web. <<http://www.bbc.co.uk/guides/z23svcw>>.

The Korean War:

After World War 2, the Korean Peninsula was divided between the Soviet Union backed North and the United States backed South. The Korean Peninsula was backed by these two nations, since they both occupied the Korean Peninsula after WW2. The Soviet Union entered the Korean Peninsula from the North to rid it of Japan. The United States entered the Korean Peninsula from the South to stop Korea from being overtaken by communist rule. Both the Soviet Union and the United States agreed to separate Korea at the 38th parallel for a short period of time, until a proper future for the nation could be decided. In 1950, The Korean War began when the Northern part of the Korean peninsula, backed by the Soviet Union and China, decided to invade South Korea. They wanted to unite the peninsula under communist rule. Since world peace had been broken the United Nations sent 16 countries into South Korea to help the United States in their effort to rid South Korea of communist influence. Despite the large agenda to rid both the South and North of communism, the U.S plans had failed. Today the Korean peninsula remains separated. In the North there is a communist government, and in the South there is a democratic form of government.

History.com Staff. "Korean War." *History.com*. A&E Television Networks, 2009. Web. 30 Sept. 2016. <<http://www.history.com/topics/korean-war>>.

s Is How the Korean War Started 65 Years Ago." *Time*. Time, n.d. Web. 30 Sept. 2016. <<http://time.com/3915803/korean-war-1950-history/>>.

The Draft during the Korean War:

During the Korean war, soldiers were drafted by the United States government. The draft is a process of choosing citizens to join the military who are not already enlisted on an volunteer basis. Often times the draft is used for big military operations when there are not enough volunteer soldiers. All men age 18-25 must register for the draft, even today. When a draft is instated by legislation, men are put in a lottery system. In the lottery system each day of the year is put on a piece of paper. 365 other pieces of paper, numbered 1-365 go in another container. Simultaneously a date and a number is drawn. If the date July 17th was drawn, and the number 1, people who turn 20 on this day would be the first to be drafted into the war. This process continues until all other dates and numbers are drawn. As mentioned before, there were Soldiers of the Korean War who were drafted.

"Conscription in the United States." *Wikipedia*. Wikimedia Foundation, n.d. Web. 30 Sept. 2016. <https://en.wikipedia.org/wiki/Conscription_in_the_United_States>.

"How the U.S. Draft Works." *HowStuffWorks*. N.p., 18 Oct. 2001. Web. 30 Sept. 2016.
<<http://people.howstuffworks.com/us-draft.htm>>.

The War on Terror:

On September 11th, 2001, the terrorist group Al-Qaeda led an attack on the United States. Four planes were hijacked. Two of these planes flew into the Twin Towers of the World Trade Center in New York City. One plane hit the Pentagon Building in Washington, D.C, and the last landed in a Pennsylvanian field. These attacks were the start to a global War on Terror, led by the United States. Although the War on Terror is a global effort, the United States' main focus has been in the countries of Afghanistan and Iraq. After 9/11 troops were sent to Afghanistan, since that is where Al-Qaeda and their leader, Osama Bin Laden, was located. Iraq became involved in the conflict as well since the United States decided that their leader, Saddam Hussein was a threat to international security after 9/11. Conflict with the country of Iraq is not new for the United States. Prior to 9/11 the U.S had already been in conflict with Iraq in an effort to help Kuwait, who was invaded by them.

Today, there are still many troops deployed in these areas. The main goal of these troops is to help rebuild the governing system of these countries and to fight off the threat of the Taliban, a malicious political group. Soldiers involved in these conflicts are often faced with traumatic events. Some soldiers witness death, torture, and are forced into dangerous and scary situations. Such visions and memories haunt some soldiers after they return home, and these soldiers are not alone. Many soldiers who return from war face emotional, and mental hurdles after their service.

"Overview of the War on Terror in Afghanistan." *EBSCO Host Connection*. EBSCO, n.d. Web. 30 Sept. 2016. <<http://connection.ebscohost.com/world/afghanistan/overview-war-terror-afghanistan>>.

"History of Iraq and the Iraq War." *EBSCO Host Connection*. EBSCO, n.d. Web. 30 Sept. 2016. <<http://connection.ebscohost.com/history/iraq-war/history-iraq-and-iraq-war>>.

"War on Terrorism." *Global Policy Forum*. N.p., n.d. Web. 30 Sept. 2016. <<https://www.globalpolicy.org/war-on-terrorism.html>>.

PTSD:

Students will know that Post Traumatic Stress Disorder occurs after a traumatic event. Often times soldiers see many traumatic things during war and come back with PTSD. People with PTSD often have flashbacks, nightmares, and startled responses in reference to their traumatic event. People with PTSD have trouble functioning in a traditional environment if something reminds them of their traumatic event. PTSD affects the hippocampus, a part of the brain that deals with memory. PTSD makes it so the person cannot distinguish past and present when they encounter something that resembles the traumatic event, and therefore relive it through flashbacks. Almost as though it was happening in the present. PTSD also affects the prefrontal cortex. The prefrontal cortex is used in the brain to regulate ones emotions. People with PTSD have less prefrontal cortex activity so they are less able to regulate their negative emotions such as fear. Lastly, PTSD also affects the amygdala. The amygdala is used to process emotions linked with fear. PTSD increases the activity of the amygdala, which in result, increases levels of fear. Although PTSD affects many other areas of the brain, these three areas have the greatest connection to emotional stability and have easily understood information for learners.

Wlassoff, Viacheslav. "How Does Post-Traumatic Stress Disorder Change the Brain?" *Brain Blogger*. Global Neuroscience Initiative Foundation, n.d. Web. 30 Sept. 2016. <<http://brainblogger.com/2015/01/24/how-does-post-traumatic-stress-disorder-change-the-brain/>>.

Bremner, J. Douglas. "Traumatic Stress: Effects on the Brain." *PMC*. US National Library of Medicine National Institutes of Health, Dec. 2006. Web.

The Vietnam War:

Prior to the Vietnam War, Vietnam fought for independence from the French who had taken over and ruled their land. Once the French were defeated peace talks occurred between the countries. It was decided that Vietnam would become an independent nation. Vietnam was to be divided into North Vietnam and South Vietnam at the 17th parallel. North Vietnam had a communist government, while South Vietnam had an anti-communist government. At a later date North and South Vietnam would hold elections to unify the country. The leader of South Vietnam refused to have the unifying elections that were decided on in the peace talks, the United States backed them up since they didn't like the communist government in the North. Ho Chi Minh, the North Vietnamese leader decided to declare war against the South Vietnam government, thus beginning the Vietnam War. The United States sent support in the form of money and troops to South Vietnam, fearing that if Vietnam became communist so would the rest of Asia. Eventually the United States withdrew, and the country became united under a modified communist governing system.

"Vietnam War History." *History.com*. A&E Television Networks, 2009. Web. 30 Sept. 2016.
<<http://www.history.com/topics/vietnam-war/vietnam-war-history>>.

Chemical Warfare/Agent Orange:

The Vietnam War heightened the use of Chemical Warfare. During The Vietnam War United States troops sprayed chemicals all over the terrain of Vietnam. One of these chemicals, known as Agent Orange, was used to strip the vegetation of Vietnam's dense jungle. When this chemical came into contact with plants, it would kill them. This would make it easier for the United States to see North Vietnam troops from the air and compromise their location. The United States also used Agent Orange to kill the plant food supply of the Northern Vietnamese. Back then, the results and side-effects of Chemical warfare were unknown. Just now, people are currently seeing the effects of Agent Orange. Other chemicals used in warfare include but are not limited to, Chlorine Gas, Mustard Gas, Agent Blue, Agent White, and Sarin.

"Brief History of Chemical Weapons Use." *Organization For The Prohibition of Chemical Weapons*. N.p., n.d. Web. 30 Sept. 2016. <<https://www.opcw.org/about-chemical-weapons/history-of-cw-use/>>.

US Department of Veterans Affairs, Veterans Health Administration. "Veterans' Diseases Associated with Agent Orange." *Public Health*. U.S Department of Veteran Affairs, n.d. Web. 30 Sept. 2016.
<<http://www.publichealth.va.gov/exposures/agentorange/conditions/>>.

"Agent Orange." *History.com*. The History Channel, n.d. Web.
<<http://www.history.com/topics/vietnam-war/agent-orange>>.

Post-Lesson Reflection:

Overall this lesson went really well. Students were engaged in the material and began to understand each war more so. Out of all the activities students connected most with the PTSD station. Students found the video very powerful and the message was lasting for them. Students who were goofy or off-task at other stations become very focused at this one. Another station students seemed to really enjoy was the Korean War station. Students liked reading the letters of Korean War soldiers and were surprised that they were real accounts.

I think the reality of this lesson is what helped students stay involved and engaged. In the prior lesson students were doing a good job engaging. However, the engagement wasn't to an equitable degree, since it was harder for students to relate. This lesson helped the students form connections to the material in new ways.

If I were to do this lesson again I think I would find a technological way for students to reflect at the end of day two. It was chaotic having students come up to the white board to record responses. Some students took a lot of time, and others didn't even have the chance to record their thoughts on all three questions. My second block students did not even have the opportunity to come to the board and write- as they get more easily off-task and distracted. The second block had to write their responses on a sticky note and choose a designated table member to bring them to the board. This helped reduce congestion greatly. However I wish I had done the reflection differently to begin with. If this reflection were online students would not be crowding the board. Responses would have been better and more time and energy on the educator's end would have been preserved.

After having students reflect at the end of day two, I realized I need to do more work teaching students about the Vietnam War and the War on Terror. A lot of students recorded these two events as things they wanted to learn more about. Going into Lesson 4, this need will be met by the educator to help students feel they are prepared to meet with local veterans.

Teaching Standards:

Common Core Standards:

In this lesson Standard 2, Learning Differences, is met. Prior to this lesson, it was understood that all students had a different understanding on the soldier perspective of war. Despite their backgrounds, each group was asked to read a brief recap on each of the wars. This passage acted as a review for students who did not yet have this information locked in. In addition, there was something new for each station, allowing the students who already understood the material to have a new component to look into. This lesson was based off of the initial pre-assessment students took in Lesson 1. When students answered what soldiers faced, their responses were mostly about death or physical conditions. Therefore, when creating this lesson, I focused on the emotional damages of war, and highlighted some of the other factors soldiers face such as health problems, homesickness, harsh conditions, and scary jobs. This allowed students to broaden their understanding of the concept. Since this lesson was modeled after a pre-assessment and demonstrates how this lesson was formulated to build on prior knowledge, it meets Standard 2.

Standard 4, Content Knowledge, is also met in this lesson. At each station a different medium was used to represent the information and capture student learning. In addition, students from all learning backgrounds were encouraged to work together and understand/analyze war from the perspective of a soldier. Students did this to master the learning standard of "what war is". Due to the fact that this lesson works towards meaningful and powerful learning, by bringing war alive with the connection of soldiers, Standard 4 is met.

ISTE Standards:

In this lesson students meet the ISTE Standard Global Contributor, as they are using technology in an effort to understand perspectives and collaborate with others at each station. At each technology station the students are working towards a common goal of understanding and use laptops to propel this learning.

ISTE Teacher Standard, Design and Develop Digital Age Learning Experiences and Assessments, is also represented in this lesson as the educator has designed an authentic learning experience that uses digital tools and resources to come alive.